



IATEFL Hungary,  
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# The world in the classroom: the classroom in the world

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New Internationalist Easier English wiki

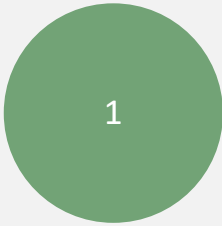
London South East Colleges, Greenwich

# Power: of humans, nature, global issues & teaching

Tree 'crown  
shyness'  
Chinese dam  
'stealing  
time'?



# Why bring the world into ELT?



**1<sup>st</sup>**

**reason**



**BRAINWASH  
LEARNERS**

# **2<sup>nd</sup> reason:**

**Teach  
more via  
CLIL**

**(content –  
language –  
integrated  
learning)**

## Would you?

racism      bullying      depression  
greed    deforestation    organ trafficking  
transgender    gender      capitalism  
consumerism    poverty      waste  
politics      environmental destruction  
hate      apathy      fundamentalism  
extreme weather      sustainability  
feminism      slavery      fossil fuels  
inequality      drugs      religion

# But hang on a minute .....!!



# Publishers don't like:



P - **politics**

A - **alcohol**

R - **religion**

S - **sex**

N - **narcotics**

I - **-isms**

P – **pork**    **WHY NOT??**



**Teachers / students / managers might  
say you shouldn't bring these topics into  
class because.....:**

**“It's boring!”**

**“It's too political!”**

**“I don't know anything about it!”**

**“It's dangerous to talk about!”**

**“It's too heavy – we only need light, fun  
topics in class!”**

**“It might upset people!”**



3<sup>rd</sup> reason:

# Steve Brown's Emancipation Continuum

# The Emancipation Continuum – Steve Brown, Glasgow



Disem-  
powerment

**‘Don’t  
upset the  
status quo’**



Indoctrina-  
tion

**‘Do what  
people  
expect you  
to’**



Empower-  
ment

**‘How to  
succeed  
within existing  
power  
structures.’**



Emancipation

**‘Critically  
evaluate  
current  
structures to  
create  
change.’**



**Is Freire's  
Critical  
Pedagogy still  
relevant?**

**Has  
'empowerment'  
been taken over  
by management-  
speak?**

**Is education  
inherently  
dangerous?**

**Can you  
impose  
emancipation?**

**In  
'transformative  
learning' who is  
transforming  
who?**

**Can / should  
we emancipate  
through  
participatory  
practices?**

**Questions ...**

# Reflect / Reflect ESOL

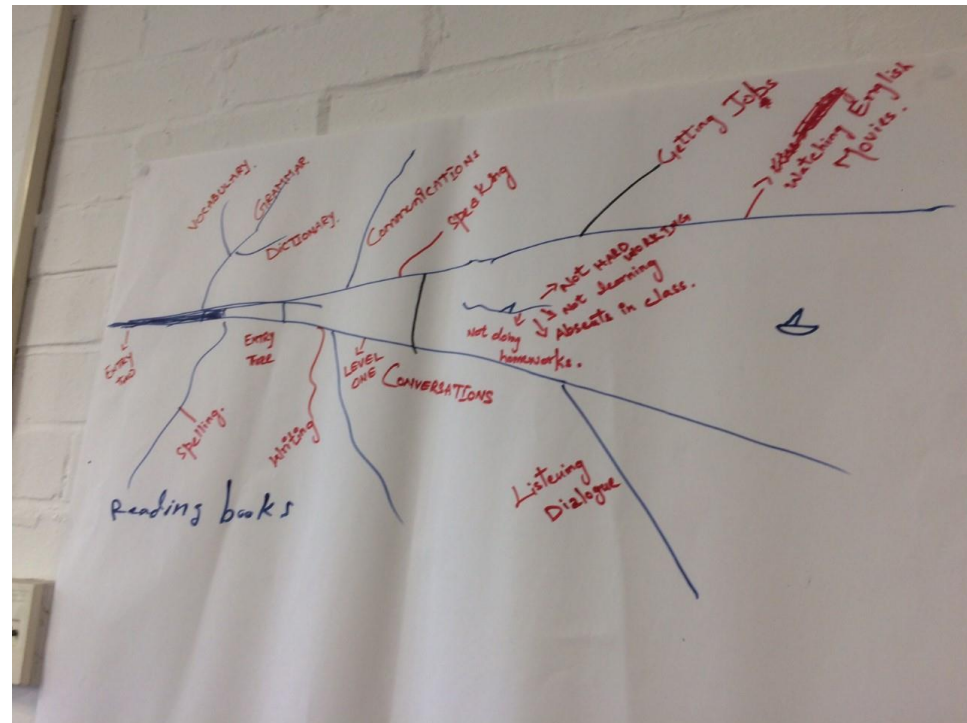
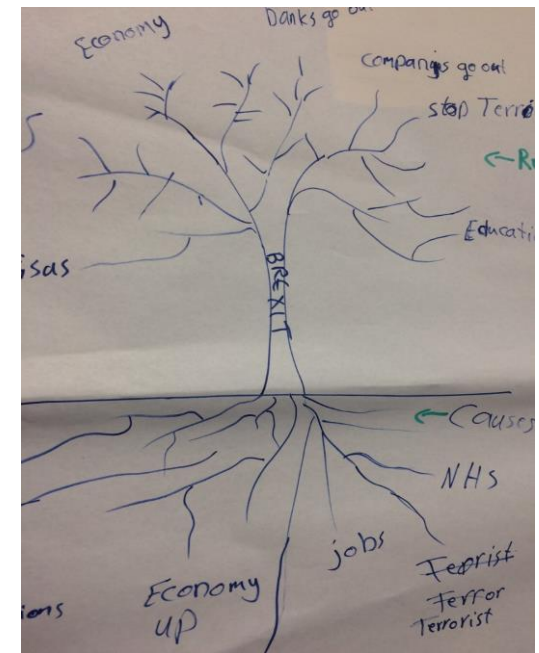
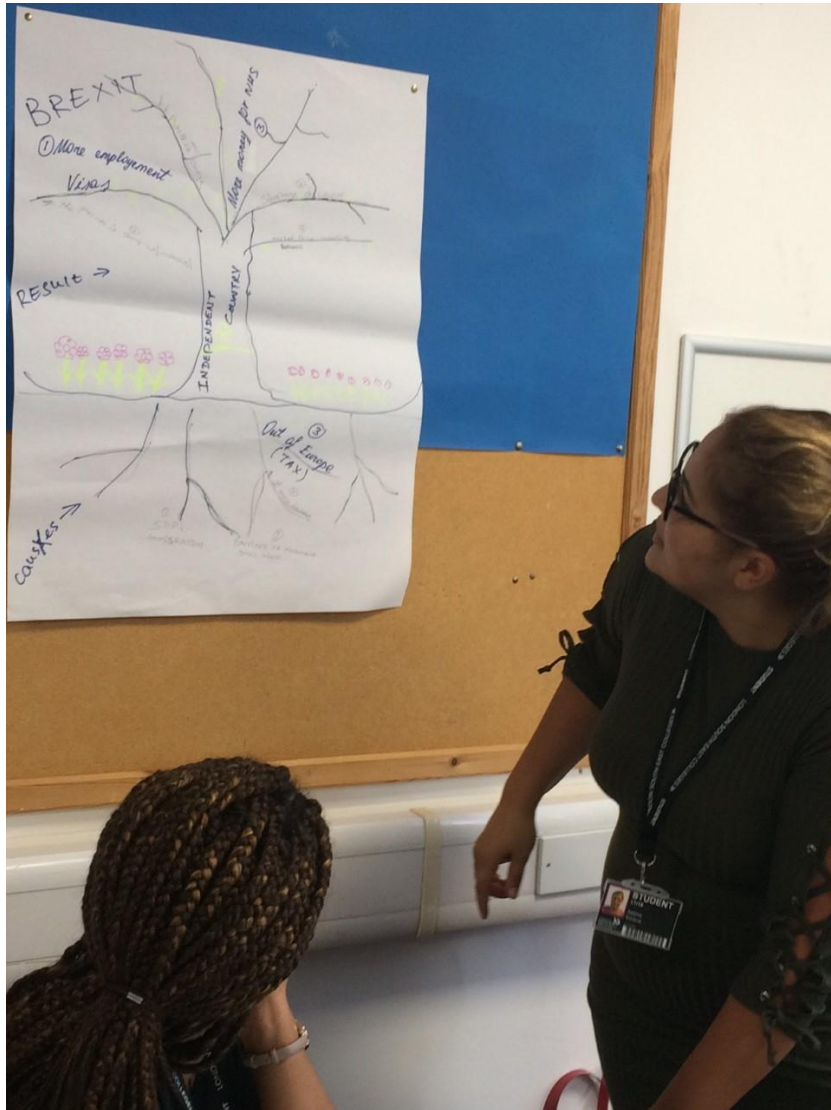
## Participatory tools and techniques:

- **Tree** – causes and effects of teacher strike
- **Iceberg** – bad treatment at local doctor's
- **River** – their journey to the UK
- **'Chapati' (Venn) diagram** – power structures



<http://www.reflect-action.org/reflectesol>

# Reflect ESOL in class:





**It's 2017!**

**Interlinked, connected world**

**We have to engage learners in the real world to guide them, passionately share our concerns with real world issues through personal authentic interest**



**4<sup>th</sup> reason:**





**Ethics? Morals?  
Right? Wrong?  
My view?  
Your view?**



***"Record number of  
British people have  
no religion: 53%"***

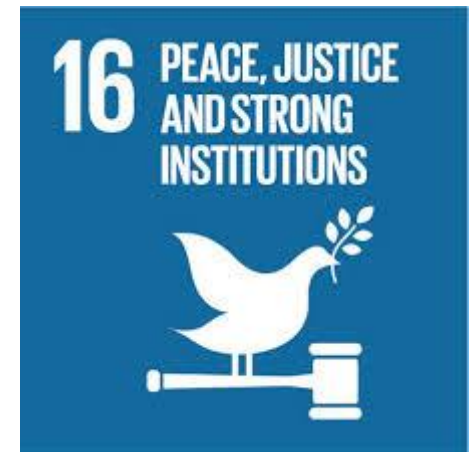


# British Values



- democracy
- the rule of law
- individual liberty
- mutual **respect** for and **tolerance** of those with different faiths and beliefs and for those without faith

# Most important here in Hungary?:





**How to start:**

**‘invite’ someone real into class**

**Who?**





**If .....**  
**If .....**

**(about past time)**  
**(about future)**

# **Trump**

# And ... with lower levels ...

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**I like you  
because ...**



**I don't  
like you  
because ...**





**What's the 'naughtiest' thing you've ever done? (or the one you'd admit to in an interview)**



# Rank my list of 'naughty things':

**a) Marrying a Brazilian I hardly knew so he could get a visa**

**b) Eating meat for more than 25 years**

**c) Driving to work when I could take a bus**

**d) Smuggling 30 kilos of coffee from Vienna to Dubrovnik in the 80s when I was a tourist guide ... several times**

**e) Flying far too much**

**f) Eating some chocolate at work last week**

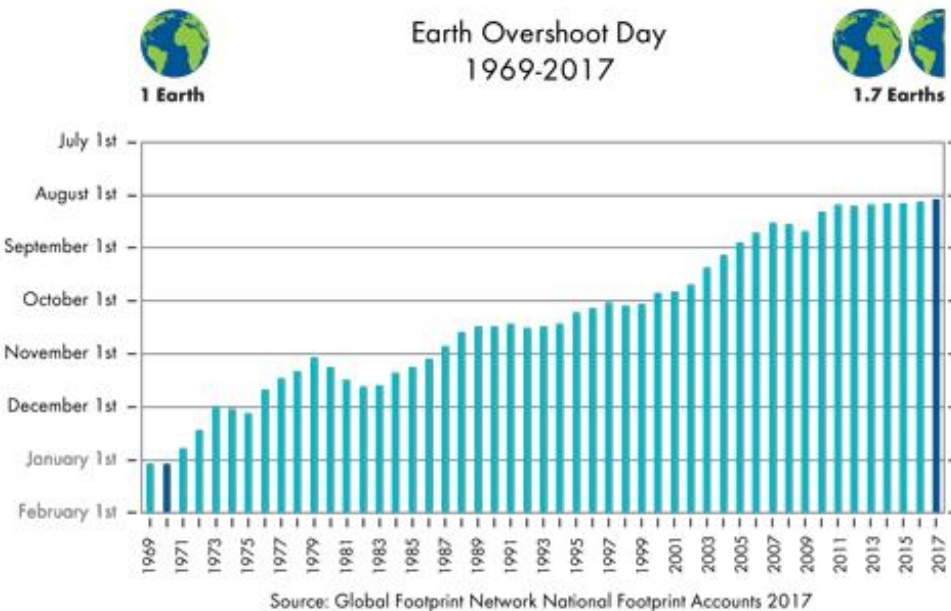




# What's 'naughtier'?

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- Running through wheat fields as a child
- Selling arms to Saudi Arabia
- Cutting benefits to people with disabilities
- Refusing entry to child refugees with family in the UK



Or start with a  
**‘Special Day’**  
lesson:

eg. Earth  
Overshoot Day?

World Water  
Day? etc

See: [gisig.iatefl.org](http://gisig.iatefl.org)



# Global issues in **Grammar** teaching

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a) Big bold authentic contexts

- Rana Plaza
- Women and the Veil

b) pronoun dictation

# Dictation: put a pronoun in the gaps

1. **...a...** has just been promoted to Director
2. **...b....** took a small chocolate and giggled  
'How naughty of me!!'
3. The primary school teacher opened the door. Then **...c...** called the children in.
4. With great pride **...d.....** showed the family the new table **...e.....** had spent days making.

1	2	3	4	5
(f)ae	(f)aer	(f)aer	(f)aers	(f)aerself
e/ey	em	eir	eirs	eirself
he	him	his	his	himself
per	per	pers	pers	perself
she	her	her	hers	herself
they	them	their	theirs	themself
ve	ver	vis	vis	verself
xe	xem	xyr	xyrs	xemself
ze/zie	hir	hir	hirs	hirself



5 initials of  
people ...

in the world:

DT, ASSK,  
TM, BO, L

in the  
country: CO,  
CJ, SA, RP, CC

in the  
room: MS  
GF, MH, BP,  
LH

in my  
head : JS,  
LR, MR,  
OP, MP



Childe Wynd thrice kisses the  
Laidly Worm & rescues his Sister  
the Princess Margaret.

**Global issues in  
skills development**

## **Fairy tales:**

- choose a favourite
- discuss stereotypes
- re-write in groups  
with no stereotypes  
or clichés

*Katharina Groeblinger,  
Vienna*



# 'Silent discussion'

Margarita  
Kosior



**Tweets to summarise class/  
news / articles and raise  
awareness**

**Email politicians to change  
something: [www.writetothem.com](http://www.writetothem.com)**

**‘Guerilla’ notes/letters for  
people to find to make them  
happy**

**Writeaprisoner.com**

# **More writing about global issues**



# Speaking PMI Plus Minus Interest (Edward de Bono)





# Receptive skills:

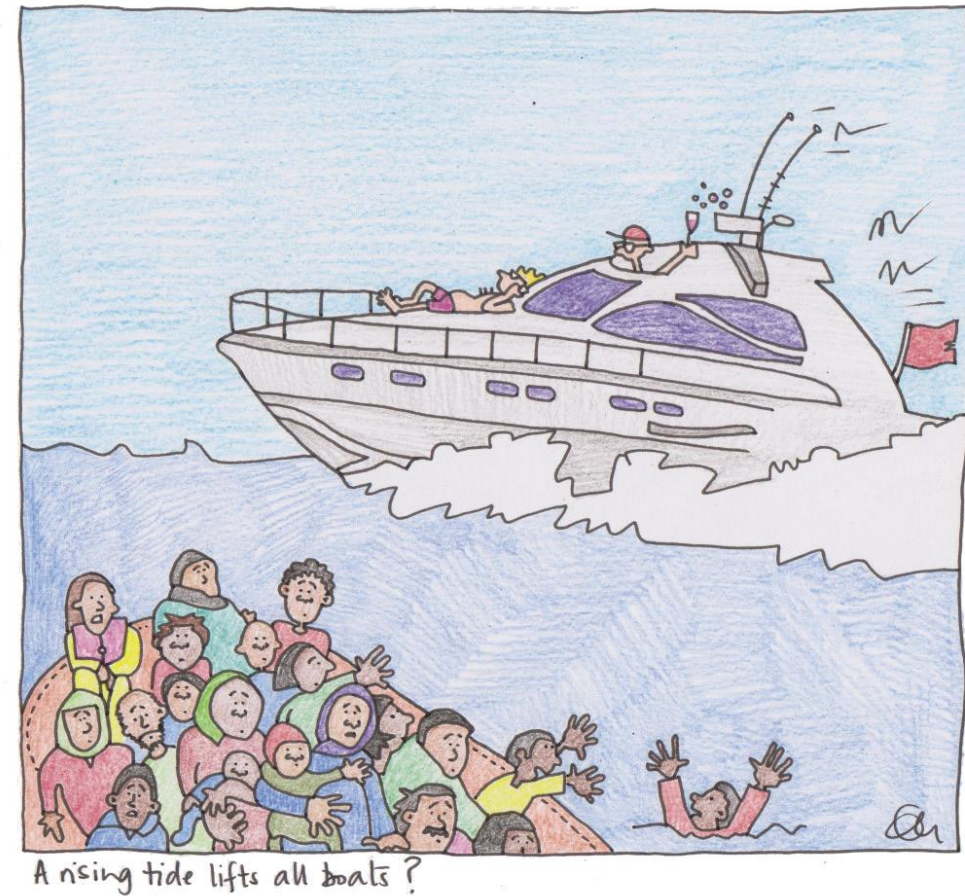
## Reading:

- [eewiki.newint.org](http://eewiki.newint.org)

## Listening:

- TED talks

eg. 'Ecocide' Polly Higgins





# And in pronunciation: 'radical phonology'



**What's really  
really important?  
- so important that you'd  
write it on a protest  
banner and chant it**



**Indoctrination?**

**Useful?**

**A**

**‘the very vain  
vole’**

**‘I’d like a Pepsi  
please’**

**B**

**‘Equality for women  
now!’**

**‘Female genital  
mutilation is wrong –  
stop it’**

**‘Fracking affects our  
water!’**

**‘Some people are gay –  
get over it!’**



**Learners learn  
more, faster?**

**Revolutionise  
the world?**

**Learners  
better  
prepared?**

**Higher level  
of active  
engagement  
?**

**More  
involvement  
in English  
outside class?**

**Teach English + global issues = ?**

# Global connections:



POSITIVE  
NEGATIVES

Think  
Global



Learning for a just and sustainable world



The  
Hands  
Up  
Project

# World into class > class into the world

**Art**

**Stories**

**Project work**

**News**

**Social media**

**Mull (Map of the  
Urban Linguistic  
Landscape)**

**Organisations:**

- **AVAAZ**
- **38 degrees**

**Music**

**Sport**



**AVAAZ.ORG**









# **‘The Mountain’**

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**Can't:**

- go to school
- touch food
- cross rivers
- talk to men

**TABOO!!**



**Iran: 48% of girls  
believe  
menstruation is  
a disease**



**Dare to bring the world into class:**

**dead or alive?**

